

Briggs Elementary

1012 Congaree Drive
Florence, South Carolina 29501

Grades	K-6 Elementary School	
Enrollment	504 Students	
Principal	Archie Barnhill	843-664-8169
Superintendent	Larry Jackson, Interim Superintendent	843-669-4141
Board Chair	Porter Stewart	843-669-6395

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	42	37	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Average	Yes

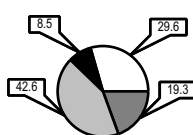
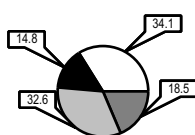
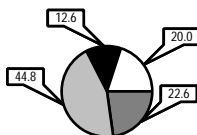
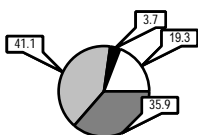
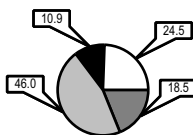
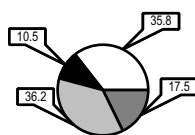
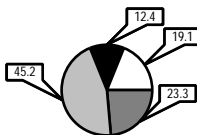
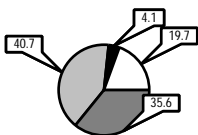
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	312	98.7	18.7	41.4	36.2	3.7	50.0	Yes	Yes
Gender									
Male	168	99.4	23.9	43.0	30.3	2.8	43.0		
Female	144	97.9	12.7	39.7	42.9	4.8	57.9		
Racial/Ethnic Group									
White	172	98.8	11.5	32.7	49.4	6.4	65.4	Yes	Yes
African American	131	100.0	27.1	54.2	18.7	0.0	29.9	Yes	Yes
Asian/Pacific Islander	4	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	235	98.3	10.2	41.6	43.7	4.6	60.4		
Disabled	77	100.0	42.3	40.8	15.5	1.4	21.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	312	98.7	18.7	41.4	36.2	3.7	50.0		
English Proficiency									
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	99.0	18.0	41.7	36.5	3.8	50.4		
Socio-Economic Status									
Subsidized meals	162	98.2	28.5	47.7	22.3	1.5	30.8	Yes	Yes
Full-pay meals	149	99.3	9.4	35.5	49.3	5.8	68.1		

Mathematics – State Performance Objective = 36.7%									
All Students	312	99.4	19.7	45.0	22.7	12.6	49.8	Yes	Yes
Gender									
Male	168	99.4	19.7	43.0	25.4	12.0	53.5		
Female	144	99.3	19.7	47.2	19.7	13.4	45.7		
Racial/Ethnic Group									
White	172	98.8	9.6	41.7	28.2	20.5	64.1	Yes	Yes
African American	131	100.0	32.7	49.5	15.9	1.9	29.9	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	235	99.2	14.6	45.5	25.8	14.1	55.6		
Disabled	77	100.0	33.8	43.7	14.1	8.5	33.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	312	99.4	19.7	45.0	22.7	12.6	49.8		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	99.4	19.2	45.1	22.9	12.8	50.0		
Socio-Economic Status									
Subsidized meals	162	98.8	29.8	53.4	12.2	4.6	28.2	Yes	Yes
Full-pay meals	149	100.0	10.1	37.0	32.6	20.3	70.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	312	98.7	33.6	32.8	18.7	14.9	33.6
Gender							
Male	168	99.4	34.5	31.7	16.9	16.9	33.8
Female	144	97.9	32.5	34.1	20.6	12.7	33.3
Racial/Ethnic Group							
White	172	98.8	18.6	31.4	26.3	23.7	50.0
African American	131	100.0	54.2	34.6	8.4	2.8	11.2
Asian/Pacific Islander	4	75.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	235	98.3	25.4	35.5	20.8	18.3	39.1
Disabled	77	100.0	56.3	25.4	12.7	5.6	18.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	312	98.7	33.6	32.8	18.7	14.9	33.6
English Proficiency							
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	99.0	33.5	32.7	18.8	15.0	33.8
Socio-Economic Status							
Subsidized meals	162	98.2	49.2	35.4	9.2	6.2	15.4
Full-pay meals	149	99.3	18.8	30.4	27.5	23.2	50.7

Social Studies							
All Students	312	98.7	29.1	42.9	19.4	8.6	28.0
Gender							
Male	168	99.4	29.6	41.5	20.4	8.5	28.9
Female	144	97.9	28.6	44.4	18.3	8.7	27.0
Racial/Ethnic Group							
White	172	98.8	16.0	42.9	27.6	13.5	41.0
African American	131	100.0	45.8	43.9	8.4	1.9	10.3
Asian/Pacific Islander	4	75.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	235	98.3	23.9	44.2	22.3	9.6	32.0
Disabled	77	100.0	43.7	39.4	11.3	5.6	16.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	312	98.7	29.1	42.9	19.4	8.6	28.0
English Proficiency							
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	99.0	28.6	43.2	19.5	8.6	28.2
Socio-Economic Status							
Subsidized meals	162	98.2	45.4	43.1	7.7	3.8	11.5
Full-pay meals	149	99.3	13.8	42.8	30.4	13.0	43.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	100	99.0	14.6	27.0	49.4	9.0	58.4
	4	85	98.8	29.1	46.8	22.8	1.3	24.1
	5	75	98.7	20.9	52.2	26.9	N/A	26.9
	6	65	92.3	27.6	36.2	34.5	1.7	36.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	100.0	20.0	12.0	62.0	6.0	68.0
	4	94	97.9	16.5	41.8	38.0	3.8	41.8
	5	77	97.4	23.5	52.9	22.1	1.5	23.5
	6	77	100.0	15.5	50.7	29.6	4.2	33.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	100	99.0	23.6	46.1	19.1	11.2	30.3
	4	85	98.8	30.4	39.2	17.7	12.7	30.4
	5	75	98.7	25.4	47.8	22.4	4.5	26.9
	6	65	92.3	15.5	50.0	17.2	17.2	34.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	64	100.0	26.0	42.0	22.0	10.0	32.0
	4	94	98.9	13.9	38.0	30.4	17.7	48.1
	5	77	98.7	23.2	60.9	4.3	11.6	15.9
	6	77	100.0	18.3	39.4	32.4	9.9	42.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	100.0	26.0	36.0	26.0	12.0	38.0
	4	94	97.9	29.1	29.1	21.5	20.3	41.8
	5	77	97.4	35.3	29.4	17.6	17.6	35.3
	6	77	100.0	42.3	38.0	11.3	8.5	19.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	64	100.0	20.0	44.0	28.0	8.0	36.0
	4	94	97.9	22.8	39.2	25.3	12.7	38.0
	5	77	97.4	38.2	42.6	11.8	7.4	19.1
	6	77	100.0	33.8	46.5	14.1	5.6	19.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 504)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.6%	Down from 5.3%	3.0%	3.0%
Attendance rate	96.4%	Up from 95.9%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Down from 5.7%	4.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 5.4%	3.6%	3.2%
Eligible for gifted and talented	9.4%	Down from 12.3%	14.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.6%	Down from 10.1%	9.2%	8.2%
Older than usual for grade	2.8%	Down from 4.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	52.6%	Up from 50.0%	53.3%	52.6%
Continuing contract teachers	89.5%	Up from 84.2%	85.7%	83.3%
Highly qualified teachers	97.1%	Up from 95.5%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 84.6%	88.3%	87.0%
Teacher attendance rate	96.5%	Up from 95.9%	95.1%	95.0%
Average teacher salary	\$40,558	Up 2.3%	\$41,747	\$41,703
Prof. development days/teacher	8.9 days	Up from 8.6 days	13.0 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 18.5 to 1	18.9 to 1	18.8 to 1
Prime instructional time	92.3%	Up from 91.4%	89.8%	89.8%
Dollars spent per pupil*	\$6,156	Up 9.3%	\$6,064	\$6,242
Percent of expenditures for teacher salaries*	72.0%	Down from 72.1%	66.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Up from 87.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The entire Briggs community is to be commended for their initiative, dedication, and hard work during the 2004-05 school year. We pride ourselves on the philosophy of meeting the needs of all of our students. Making a difference with each individual student is our main emphasis. Our school-wide efforts continue to be directed toward established goals that are directly aligned to Florence School District One. "Access Briggs" (Arts as Core Curriculum Enabling Student Success) was our yearly theme. Students and staff members participated in several service-learning projects that benefited local and national organizations.

We are extremely proud of the following:

Significant improvement in the number of students scoring Proficient and Advanced on PACT enabling our school to attain Adequate Yearly Progress.

ImPACT plan implemented to address state standards utilizing Reports On-Line and Tests for Higher Standards.

School-wide commitment to early literacy evidenced by the establishment of a LEAP Lab funded through The School Foundation.

Vigorous commitment to technology noted by the allocation of notebook computers and LCD projectors to all teachers with wireless connections throughout our facility.

Accreditation with the Southern Association of Colleges and Schools.

Grant recipient- \$20,000 Distinguished Arts Program Grant to infuse the arts across the curriculum, Target Reading Across the Region Grant to add library books, Premier Assistive Technology Grant used to utilize instructional tools throughout our school.

The Briggs Association of Parents and Teachers and the School Improvement Council continue to support outstanding work at our school. Their mini grants fund many teacher initiated, enrichment activities.

Our entire school community will continue to work together to ensure that Briggs remains a wonderful place to grow and be challenged.

Martin Schmid, Principal

Sherry Black, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	66	28
Percent satisfied with learning environment	100.0%	87.9%	100.0%
Percent satisfied with social and physical environment	100.0%	83.3%	100.0%
Percent satisfied with school-home relations	95.0%	89.4%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.